Indiana Professional Standards Board
Beginning Teacher Assessment Program (BTAP)

ENGLISH LANGUAGE ARTS

2003-2004 School Year

"The information presented in this handbook is intended to provide guidance to beginning teachers in Indiana and their administrators in complying with the requirements of the Beginning Teacher Assessment Program (BTAP). *Any other use or application is strictly prohibited.*"

These portfolio guidelines have been developed as part of the Beginning Teacher Assessment Program. They are intended to be used as part of a comprehensive program of assessment for purposes of determining eligibility for continued licensure. The Indiana Professional Standards Board does not endorse or encourage the use of these guidelines for other assessment programs or for other purposes.

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NOTE: The following symbols are used to highlight instructions throughout this handbook

      ✓ indicates information about something you must **DO**

      ⊠ indicates a written response or other material you must **SUBMIT**

      ✎ indicates a question or prompt to which you must **RESPOND**

This beginning teacher portfolio handbook has been modified from the 2000-2002 Handbook for the Development of an English Language Arts Teaching Portfolio being used with permission of the Bureau of Evaluation and Educator Standards, Connecticut State Department of Education, through a partnership with the Indiana professional Standards Board (IPSB).

PREFACE

The Indiana Professional Standards Board (IPSB), established by the legislature in 1992, governs the preparation and licensing of education professionals. *The mission of the Indiana Professional Standards Board is to enhance the quality of learning for Indiana's P-12 students through establishing, maintaining and ensuring adherence to performance-based standards for Indiana P-12 education professionals throughout their careers.* In 1999, the IPSB adopted fifteen content and four developmental standards for teachers. Modeled from the Interstate New Teacher Assessment and Support Consortium (INTASC) core principles, the standards for teachers describe effective practices for education professionals throughout their preparation and career. The level of proficiency expected, however, will become more comprehensive and more skillful at each successive stage of the teacher's career. These standards provide a strong linkage to Indiana's goals for students in P-12 education.

Once the standards were adopted, a model for assessing the teachers' practices that exemplifies those standards was initiated. A portfolio prototype was designed by INTASC to assess teachers' performances in specific content areas. These standards-based portfolios are performance assessments, which demonstrate what teachers know and can do within the context of their own classrooms and fields of study.

After receiving an Initial Practitioner License, beginning teachers will submit a portfolio, which includes evidence regarding lesson planning, student work and assessment, and teaching. These data are collected from an entire unit or topic of instruction. The beginning teacher portfolio is uniquely designed to equip teachers for teaching practice by providing instruction and reflective inquiry that relates to learners. The portfolio focuses on teachers' abilities to effect growth within learners and calls upon their reasoning and judgment to link the success of the learner to their instructional practice.

The standards and assessments for preparing and licensing teachers are purposefully linked to each other and to standards and assessments validating increased learning by Indiana's students. For this reason, the IPSB believes that Indiana will have teachers who are effective in helping ***all*** students learn.

ACKNOWLEDGEMENTS

The Indiana Professional Standards Board (IPSB) recognizes the contributions of practicing classroom teachers, higher education faculty members, building and district level administrators, and other education stakeholders who worked on the advisory committees that developed the standards, or served on focus groups for feedback to the standards. The IPSB appreciates the many seminar leaders and portfolio scorers who contributed to the development of the assessment system. The IPSB recognizes the time and effort that classroom teachers invest by submitting portfolios to integrate the teaching standards with their classroom practices. The documentation of their teaching in relation to their students' growth has contributed to the development and quality of the assessment program for beginning teachers as well as the enhancement of student learning.

As noted, the IPSB recognizes the work that has occurred through the auspices of the Bureau of Program Evaluation and Educator Standards, Connecticut State Department of Education, in the development of this portfolio. This draft handbook has been modified in order to reflect Indiana's standards for teachers and program.

SECTION I. THE BEGINNING TEACHER ASSESSMENT PROGRAM (BTAP)

Since its inception in 1992, the Indiana Professional Standards Board (IPSB) educational agenda has focused on promoting high standards for teachers in an effort to enhance student learning. Improving the quality of Indiana's teachers has been viewed as central to improving student achievement.

Central to Indiana's teacher improvement initiatives is the Beginning Teacher Assessment Program (BTAP), a two-year **teacher assessment program** that provides the following:

- *support* for beginning teachers through school/district-based mentors or support teams and programs, and other forms of professional development

- *assessment* through a **content-specific teaching portfolio** submitted during the second year of teaching

In the portfolio, beginning teachers document a unit of instruction around important concepts or goals in a series of lessons, assess student learning, and reflect on their students' learning and the quality of their teaching. The portfolio includes lesson logs, videotapes of teaching, examples of student work and student assessments, and teacher commentaries.

In order to be eligible for the Proficient Practitioner License, beginning teachers must demonstrate mastery of essential teaching competencies related to content knowledge, planning, instruction, and assessment. **Beginning teachers who do not meet the portfolio performance standard in their second year will be required to submit a portfolio during a third year in the BTAP.**

The goals of the BTAP include the following:

- ensuring that all students have high quality, committed and caring teachers
- promoting effective teaching practice leading to increased student learning
- providing effective support and feedback to new teachers so that they continue to develop their knowledge base and skills and choose to remain in the profession
- providing standards-based professional development for both novice and experienced teachers
- developing teacher leaders by recognizing and using the expertise of Indiana's exemplary teachers as mentors, scorers, and trainers of beginning teachers and as resources for all their colleagues

The BTAP has substantially impacted both new teachers and Indiana's experienced educators. Many of the current teachers, university faculty, and administrators have been trained to serve as mentors of beginning teachers and/or scorers of portfolios, or participated in the BTAP during the early part of their careers.

Look at our website for more information about beginning teachers → **www.in.gov/psb**

- Standards for Mentors of Beginning Teachers
- Guidelines for Mentor Training Programs
- Proposal Submission Process for Mentor Training Programs
- Guidelines for Support to Beginning Teachers and Their Mentors/Coaches.

In 1994, the Indiana Professional Standards Board (IPSB) adopted the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles for initial licensing of teachers as the basis for Indiana's new system for preparing and licensing teachers.

The IPSB adopted the INTASC core standards, including knowledge, disposition and performance statements, because its members believe that it is the responsibility of the profession and of policy makers to be explicit about those characteristics, to insure that the opportunity to develop them is honored in the preparation process, and that fair and disciplined judgments are made over time by appropriate professionals knowledgeable about the candidate.

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM

Model Standards for Beginning Teacher Licensing and Development

Principle # 1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle # 2: The teacher understands how children learn and develop, and can provide earning opportunities that support their intellectual, social, and personal development.

Principle # 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle # 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.

Principle # 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Principle # 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle # 7: The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Principle # 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle # 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

INTASC: Interstate New Teacher Assessment and Support Consortium is a program of the Council of Chief State School Officers, established in 1987 to enhance collaboration among states interested in rethinking teacher assessment for initial licensing as well as for preparation and induction into the education profession.

INTASC Core Model Standards: These are model standards developed by INTASC for beginning teacher licensing and development.

STANDARDS-BASED TEACHING IN ENGLISH LANGUAGE ARTS

English language arts teachers help students see the possibilities in texts, in communication, and in their own responses to the world. By blending knowledge of content, pedagogy, resources, and students, the standards-based English language arts teacher can create lively, interactive, and challenging classrooms.

In English language arts the focus is on receiving and creating communication. **Standards provide a framework to help students shape experiences that promote communication and guide choices.** Using standards and benchmarks teachers can create learning communities where students can practice strategies to become thoughtful and insightful readers, listeners, viewers, writers, and speakers. By integrating the English language arts areas, using student strengths and providing a safe environment, teachers can help students explore ideas and concepts by helping them take critical stances in their own thinking, reading, and writing.

To understand texts, English language arts teachers encourage students to:
- question themselves
- question the text
- construct meaning/understanding
- make connections to themselves, the world and other texts
- consider others' viewpoints or look from different perspectives

When students can justify their interpretations/critical stances with both the text and their personal connections, they will have developed strategies toward becoming interactive readers.

English language arts teachers provide a range of opportunities to help all students work through a writing process that includes both composition and correctness. Student writers develop and rework their own texts toward a purpose and audience while using appropriate conventions that include proper spelling, grammar, usage, and mechanics.

To provide opportunities for all students to engage in critical communications as readers, writers, and thinkers, English language arts teachers:

- know and use their goals to create activities/scaffold learning
- identify and use students' strengths to extend learning
- connect assessments to goals
- provide opportunities for students to demonstrate their achievement in ways consistent with the learning strategies practiced

These standards-based teachers use the results from a variety of assessments to help individual students continue to grow, to plan, and to improve their own teaching practices

To access Indiana Standards for Teachers of English Language Arts, go to the IPSB website:

Indiana Professional Standards Board
www.in.gov/psb/
Click on "Standards"

OVERVIEW OF THE ENGLISH LANGUAGE ARTS TEACHING PORTFOLIO

TASK	WHAT TO DO	WHAT TO SUBMIT
PART A: PLANNING AND INSTRUCTION: *STUDENTS' RESPONSES TO LITERATURE*	✓ Provide relevant information about students. ✓ Describe students' expected learning. ✓ Select a piece of literature. ✓ Keep a daily log reflecting 7-8 instructional hours of classroom instruction. ✓ Videotape students' discussion of literature. ✓ Reflect on the quality and effect of the discussion.	☒ Teaching Portfolio Class Profile Form (Appendix T.1) ☒ Introduction to the Portfolio: Statement of Expectations (maximum 2 pages) ☒ Rationale for the Choice of Literature (maximum 2 pages) ☒ Daily Logs ☒ Literary Discourse Videotape (20 minutes) ☒ Literature Videotape Commentary (maximum 2 pages)
PART B: STUDENT ASSESSMENT AND TEACHER REFLECTION: *STUDENTS' RESPONSES TO LITERATURE*	✓ Collect work done by two students. ✓ Describe the background of the assessment. ✓ Analyze the link between instruction and student performance. ✓ Suggest changes that you would make.	☒ Copy of assignment, including written instructions and criteria for student success ☒ Student assessment samples with written feedback ☒ Student Assessment Commentary (maximum 2 pages) ☒ Reflective Commentary (maximum 2 pages)
PART C: PLANNING AND INSTRUCTION: *STUDENTS' PROCESSES IN WRITING*	✓ Describe the writing assignment and students' expected learning ✓ Keep Writing Process Log and copies of instructional materials for 3-5 instructional hours. ✓ Videotape classroom discourse about writing. ✓ Provide relevant information about the two students.	☒ Writing Assignment Rationale (maximum 2 pages) ☒ Writing Process Logs ☒ Copy of the instructions for the writing assignment with any assessment criteria ☒ Writing Interaction Videotape (10 minutes) ☒ Writing Interaction Commentary (maximum 2 pages)
PART D: STUDENT ASSESSMENT AND TEACHER REFLECTION: *STUDENTS' PROCESSES IN WRITING*	✓ Collect drafts and final products from two students. ✓ Describe each student's understanding. ✓ Discuss link between classroom experience and student understanding. ✓ Explain plans for further student work.	☒ Collection of two students' works including assessment criteria ☒ Two Student Profiles (maximum 2 pages per student) ☒ Reflective Commentary (maximum 2 pages)

MAXIMUM NUMBER OF COMMENTARY PAGES: 20 <u>PLUS</u> DAILY LOGS

THE PROCESS FOR THE EVALUATION OF THE ENGLISH LANGUAGE ARTS TEACHING PORTFOLIO

The teaching portfolios submitted during a beginning teacher's second year of participation in BTAP are scored during the summer. Each portfolio is evaluated by at least two experienced educators with extensive teaching experience in the same content area as the beginning teacher. Each scorer has had at least 50 hours of comprehensive training in the scoring of portfolios and has met a proficiency standard prior to participating in formal scoring.

1. **Collecting and recording evidence through note taking**

   At least two scorers, working independently, will review your portfolio for the purpose of recording evidence.

2. **Interpreting the evidence**

   Evidence is then organized around a series of **Guiding Questions** that are derived from the *Indiana Standards for Teachers of English Language Arts*. (Guiding Questions are found in this handbook under the heading, "Framework for the Evaluation of the English Language Arts Portfolio.")

3. **Evaluating the quality of the teaching documented in the portfolio**

   Independently, each scorer identifies patterns of evidence that are applied to a scoring rubric. Then, using the patterns of evidence and a decision guide, an overall portfolio score is assigned.

4. **Reaching an agreement on the score**

   Once each scorer has reached a decision about the quality of the portfolio, then both scorers reconvene, review their individual evaluations, and reach agreement on a final portfolio score.

5. **Re-scoring of portfolios not meeting the acceptable performance standard**

   Any portfolio that does not meet the performance standard of "Acceptable" is re-scored by another portfolio scorer. If the second portfolio evaluation is again scored "Conditional," then a Lead Scorer will read the portfolio for score confirmation.

6. **Providing information about the portfolio**

   An individual Portfolio Performance Profile that summarizes performance on the portfolio according to the scoring rubric will be sent to you in September. Only your portfolio results will be sent to your superintendent of schools in accordance with state regulations.

7. **Additional performance feedback**

   Teachers whose portfolios do not meet the "Acceptable" standard are eligible for a personal conference with a portfolio scorer who will provide individualized feedback to the teacher about his/her portfolio evaluation.

FRAMEWORK FOR THE EVALUATION OF THE ENGLISH LANGUAGE ARTS TEACHING PORTFOLIO[1]

The framework for the teaching portfolio evaluation is organized around the following **Guiding Questions** that portfolio scorers use to analyze evidence from the portfolio. Beginning teachers may use these questions to assess the quality of their own portfolios.

Category I: INSTRUCTIONAL DESIGN
How does the teacher use literature and writing to help students understand diverse perspectives and texts and develop the ability to communicate ideas?

I.1   Describe how the instructional design integrates responding, interpreting, and composing to build understandings.

I.2   Describe how the teacher helps students respond to texts, ideas, perspectives, and styles as they study literature.

I.3   Describe how the teacher uses a writing process with students, including context, purpose, and the conventions of written English.

I.4   Describe how the teacher uses knowledge of students gained from prior assessments to meet students' instructional needs.

Category II: INSTRUCTIONAL IMPLEMENTATION
How does the teacher organize content and provide opportunities for each student to learn and develop as reader, writer, and thinker?

II.1   Describe the essential idea(s), concepts(s), or theme(s) around which the teacher organizes the content and integrates the language in learning activities.

II.2   Describe the ways the teacher creates a learning environment that provides all students with opportunities to develop as readers, writers, and thinkers.

II.3   Describe how the learning expectations are supported by strategies and materials that help students develop as readers, writers, and thinkers.

Category III: ASSESSMENT OF LEARNING
How does the teacher connect assessment to instruction, analyze that assessment, and communicate results to students?

III.1   Describe the ways the teacher monitors student performance and uses that information to promote student learning.

III.2   Describe the relationship between learning expectations and the assessment instrument and how the focus of assessment supports student learning.

III.3   Describe the ways in which the teacher communicates assessment criteria to students to promote student learning.

III.4   Describe the ways in which the teacher provides feedback to students about their learning.

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[1] Guiding Questions are annually reviewed by committees of practitioners, and may be clarified as part of establishing benchmarks of performance for portfolio scoring.

Category IV: ANALYSIS OF LEARNING AND TEACHING
How does the teacher reflect on and learn from practice?

IV.1   Describe the teacher's reflection on student learning and its connection to instruction.
IV.2   Describe how the teacher uses information about student learning to propose modifications to future instruction.

STANDARDS OF PERFORMANCE FOR BTAP TEACHING PORTFOLIOS
(Subject to changes from the pilot study)

Acceptable Standard of Performance

Level 4: demonstrates an ***advanced*** level of competence in meeting the standards
Level 3: demonstrates a ***proficient*** level of competence in meeting the standards
Level 2: demonstrates a ***competent*** level of competence in meeting the standards

Consequence: eligibility for the Proficient Practitioner License provided all other requirements are met

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Conditional Standard of Performance

Level 1: demonstrates a ***conditional*** level of competence in meeting the standards

Consequence in Year Two: eligibility for a third year in the BTAP and resubmission of a teaching portfolio

Consequence in Year Three: ineligibility for the Proficient Practitioner License

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Unacceptable Standard of Performance

1) **Not scorable/incomplete**: deficiencies in the portfolio documentation resulting from directions not followed or missing components, thereby preventing the portfolio from being scored in a fair or reliable manner

   Consequence in Year Two: eligibility for third year in the BTAP and resubmission of a teaching portfolio

   Consequence in Year Three: ineligibility for the Proficient Practitioner License

2) **Score of "0": Violation of the Code**: evidence of conduct constituting any impropriety or offenses as listed in Indiana Code 20-6.1-3-7

   Consequence in Year Two: eligibility for a third year in the BTAP only if requested in writing by the superintendent of schools

   Consequence in Year Three: ineligibility for the Proficient Practitioner License

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Each beginning teacher seeking eligibility for a Proficient Practitioner License must meet the following standards of completion.

Definition of Standards of Completion

The standards of completion have three components: comprehensiveness, adequacy, and timeliness of submission, all of which must be met.

1. Comprehensiveness
All components of the teaching portfolio are present: lesson logs, videotape(s), student work, and commentaries (as outlined in portfolio handbook guidelines)

2. Adequacy
The contents of the portfolio reflect that the beginning teacher *has followed the portfolio handbook directions* with regard to the following:

- period of time teaching is documented
- type of lesson and duration of lesson segments is recorded on videotape
- nature and quantity of student work
- content of the lesson commentaries (i.e., teacher's narrative is consistent with the questions asked)

3. Timeliness of Submission
The portfolio must be received by the specified deadline, *on or before May 1*. Exemptions to this deadline must be requested in writing to the Indiana Professional Standards Board (IPSB), and will only be granted upon a finding of good cause.

Conduct in Accordance with the Code

The teaching documented in the portfolio must reflect professional and ethical conduct.

Consequences for Failure to Meet Standards of Completion at End of Year Two

The beginning teacher will be required to participate for an additional year in the BTAP and re-submit a portfolio during year three. A copy of the letter informing the beginning teacher that he/she has not met the standards of completion will be sent to the superintendent and principal.

Consequences for Failure to Meet Standards of Completion at End of Year Three

The beginning teacher is considered to have not met the BTAP requirements and is not eligible for a re-issuance of the Initial Practitioner License. In order to be eligible to teach in the future in an Indiana public school, the candidate must petition the IPSB to determine future eligibility for an Initial Practitioner License.

INVALIDATION OF TEACHING PORTFOLIO SUBMISSIONS

Portfolio scorers file a Portfolio Incident Report when they encounter situations or problems that may interfere with scoring the portfolio overall or with scoring the portfolio in a fair or reliable manner. Examples of invalid submissions include but are not limited to the examples listed below.

- Portfolio handbook directions are not followed.
- Components of the portfolio are missing (e.g., commentaries, student work, or videos).
- Work samples or other materials are illegible.
- Technical problems with the videotape (e.g., no audio).
- Some or all of the student work or the video is from a class other than the one highlighted in the portfolio unit.
- Student work is not original.
- There is evidence that a videotaped segment has been edited.
- There is evidence that portions of the portfolio submission (e.g., commentaries, videos) are not the beginning teacher's work or represent work that has been plagiarized.
- There is evidence that ethical codes of conduct have been breached.

The Portfolio Incident Report is then referred to the BTAP Review Committee which will determine whether there is sufficient evidence to warrant the invalidation of the portfolio submission, thereby requiring subsequent re-submission of a portfolio or another alternative as determined by the BTAP.

Note 1: *Any substantiated evidence of plagiarism or other unethical practice will result not only in a portfolio being considered "unacceptable," but also in notification to the superintendent of schools.*

Note 2: *The Indiana Professional Standards Board reserves the right to share the contents of a Portfolio Incident Report, as well as the portfolio itself, with the school district if there is evidence in the portfolio that the safety or well-being of students has been jeopardized.*

REQUIRED TEACHING PORTFOLIO FORMAT

Materials Required for Portfolio Submission

In order to assemble the teaching portfolio, obtain the following materials:

- several blank VHS videotapes to tape lessons

  Note: Do not submit mini-cassettes.

  Note: Submit the original tape and one copy. Keep a copy for yourself.

- one letter-size (8 ½" x 11") accordion folder without flaps or ties

  Note: Do <u>not</u> enclose individual portfolio pages in plastic page protectors.

Documentation and Commentaries

Preparing the portfolio requires collecting students' work, videotaping specific events in class, and writing commentaries that explain the choices made as a teacher (e.g., what was taught, how it was taught, and why certain decisions were made). The teaching portfolio is composed of two general types of information: documentation and commentaries.

Documentation includes items such as lesson logs, students' work, assessment tools and videotapes.

Commentaries are the written responses and reflections to specific questions in each part of the portfolio guidelines. Page limits are identified for commentaries in each portfolio part.

Commentaries must be submitted in a specific format ⟹	• **typed or computer processed on 8 ½" x 11" white paper** • **double-spaced with 1" margins** • **single-sided** • **non-script type font no smaller than 12-point size**

Note that commentaries and video segments must adhere to page or time limitations as specified in the portfolio. Scorers are instructed not to read additional text or view more video beyond these limitations.

Pagination

The Teaching Portfolio Class Profile Form (Appendix T.1) is the first page of the portfolio, but it **is not numbered.** The pagination process starts with the next page. Make sure that every page of the portfolio is paginated, including student work. (Page numbers may be handwritten.)

Candidate Identification Number

Your **Candidate Identification Number (Candidate ID #)** is composed of your Social Security Number preceded by codes to indicate your content area and the year of submission.

For English Language Arts, the coding is as follows: EN + last two digits of submission year + SSN **(e.g., If the submission year were 2003 and your Social Security Number were 123-45-6789, the code would be EN03123-45-6789)**.

Label **all** portfolio pages (documentation, student work, and commentaries) with your **Candidate ID #**. If a word processor is used, include the **Candidate ID#** as a running header or footer on every page of the portfolio.

Confidentiality

Every effort is made to keep your name, school, and students' names confidential. The portfolio and related materials may be used for training scorers and mentors, but your identity will be kept private. If the portfolio is to be used for any other purposes, written permission will be requested. See Appendix V.3 for an explanation of BTAP policies related to portfolio materials.

Do not use your name or the name of your school in any part of your portfolio documentation. If it appears in any documentation, use "white out" fluid, correcting tape or black marker to conceal it.

The student work included in the portfolio must be original and authentic, not transcribed by someone else. One-sided **legible** photocopies are acceptable. Remove students' names from the written work that you submit. If necessary, use "white-out" fluid, correction tape, or black marker to conceal students' names.

Videotaping

Prior to videotaping, notify parents/guardians of students in your class about the purpose of the videotapes required for the portfolio submission. English and Spanish parent/guardian notification forms are available at Appendices V.1 and V.2. Do not submit the signed forms as part of your portfolio but do keep them on file. **Do not submit mini-cassettes.**

When submitting the VHS videotapes (the original and one copy), **label both cassettes with only your Candidate ID #**. During videotaping, however, don't worry about calling students by name, or having them say your name. Note that your name and other identifying information will remain confidential to the portfolio scorers.

Important Forms to Include with the Portfolio

✓ Complete the following four forms. Place them in numerical order, paper clip them as a group, and place in your accordion folder in front of the actual portfolio.

   Do not include them as part of the pagination of your portfolio. They will be processed separately.

   - **Return Receipt Form (Appendix R.1)** This will be date stamped and returned following receipt of your portfolio.

   - **Teaching Portfolio Authenticity Sign-Off Form (Appendix R.2)**

   - **Teacher Demographic Information Form (Appendix R.3)**

   - **Teaching Portfolio Reflection Form (Appendix R.4)**

DIRECTIONS FOR SUBMISSION OF THE TEACHING PORTFOLIO
(Subject to change from the pilot study)

Assembling the Portfolio

✓ Into **ONE** letter-sized (8 ½" x 11") accordion folder, submit the following:

   - paper clipped packet of completed forms R.1, R.2, R.3, and R.4
   - the original portfolio
   - one clearly readable, single-sided copy of the portfolio, including legible copies of students' work

   Note: Be sure that double-sided originals are copied completely.

   Note: Secure the original and the copy of your portfolio with binder clips.

- the original VHS videotape labeled with your **Candidate ID #**
- one audible copy of the VHS videotape labeled with your **Candidate ID#**

    Note: The videotape MUST contain BOTH REQUIRED SEGMENTS, separated by a 10 second lead. Remember, mini-cassettes will not be accepted.

✓ **Retain a complete copy of the portfolio, including a videotape copy, to ensure that the portfolio can be replaced if lost or misdirected in the mail.**

✓ Before submitting your portfolio**, it is your responsibility to ensure that all required documents and forms are included and that the videotape meets the acceptable technical quality criteria** outlined in Appendix V.4. **An incomplete portfolio is considered a "non-scorable" portfolio**, requiring you to resubmit a portfolio during a third year of participation in the BTAP.

Deadline for Submission

Second-year teachers: Completed portfolios must be postmarked on or before **May 1.**

Third-year teachers: Teachers who are redeveloping a portfolio because of having previously received a "Conditional" score must submit their new portfolios to the address indicated below by **February 1**, to ensure notification of the results of this assessment prior to April 1. Any portfolios submitted after February 1, will not be scored until the following summer, with score notification in September.

Delivery and Mailing Address

<u>Via U.S. Mail, Express Mail, or Hand-Delivery to:</u>
Indiana Professional Standards Board
101 West Ohio Street, Suite 300
Indianapolis, IN 46204-1953
ATTN: BTAP Portfolio Assessment
Phone: 1-317-232-9010 or 1-866-542-3672

HOW TO GET HELP WITH THE TEACHING PORTFOLIO

The first point of contact for problems or issues with the BTAP is your principal or District Facilitator. He/she is responsible for ensuring that your mentor/mentor team provides you with appropriate instructional support, and for facilitating opportunities for mentors/mentor teams to meet on a regular basis.

A two-year series of content-specific support seminars have been piloted and tested to assist beginning teachers in their understanding of teaching and student standards to enhance student learning. Models for these seminars linked to specific examples of activities are available on the IPSB website. These models are provided to assist schools in developing programs of support for beginning teachers in the BTAP.

State Information Website
Indiana Professional Standards Board
www.in.gov/psb

SECTION III. GUIDELINES FOR THE DEVELOPMENT OF THE ENGLISH LANGUAGE ARTS TEACHING PORTFOLIO

To begin the planning of the teaching portfolio, think through these key decisions that will influence the portfolio produced.

Select the Content to Study

The portfolio includes tasks that address Students' Responses to Literature and Students' Processes in Writing. These tasks are not separate, but are designed to communicate the integration of reading and writing in the curriculum. **The learning segments in Students' Responses to Literature and Students' Processes in Writing may be completed during the same week with the same class, or in separate weeks with two different classes.** Consider the organizational strategy that best suits your teaching situation for the purpose of this portfolio.

Begin with a review of the *Indiana Standards for Teachers of English Language Arts*. Reference the *Indiana Academic Standards for English/Language Arts*. **Any topic that is aligned with the *Indiana Academic Standards for English/Language Arts* can be turned into a portfolio unit.** Copies of these standards are available at the Indiana Department of Education website:

> **www.doe.state.in.us**
> Click on "Academic Standards."

Content selection should take into account thinking and learning.

- The literature selection should enable students to study various ideas, perspectives, and styles while offering opportunity to expand knowledge of themselves and the world.
- The writing assignment should consider the elements that influence the writing process including revision.

Identify Students to Highlight

Student work illustrates how your teaching strategies help students develop literacy. Since a teacher cannot identify every change made for every student, choose two students to highlight in the section *" Students' Responses to Literature*" and two students in the section "*Students' Processes in Writing*." **The same two students can be used for both sections, if so desired. In both cases choose students who are different from one another and who capture some of the instructional challenges that their class presents** (e.g., One may be typical of the class, the other more gifted in English or new to the school, or experiencing academic difficulties, or struggling with English due to a learning disability or lack of experience with the language.)

Select Student Work Samples

The student work submitted must be directly connected to the stated learning objectives and t**o the planned lessons. Keep your learning objectives in mind when planning lessons and assessment tools** to measure student performance. Select one assessment piece that clearly demonstrates a link between learning objectives and assessment criteria.

In *Students' Responses to Literature,* include one sample per highlighted student that is representative of the learning segment.

In *Students' Processes in Writing*, include 3-5 student work samples per highlighted student that demonstrate the progression to final assessment.

Selecting Video Segments

In *Students' Responses to Literature*, select a 20-minute **unedited** video **segment that illustrates how your facilitating discourse to promote literacy.** As a facilitator, the teacher creates an environment that encourages students to work together to build understandings.

In *Students' Processes in Writing*, select a 10-minute **unedited** video segment that illustrates the classroom discourse about text revision. Videotape students going through a revision process. Possible options are small group discussions about a draft or conferences with the teacher. **Do not include a videotape segment of the explaining the writing assignment.**

BOTH SEGMENTS WILL BE SUBMITTED ON ONE VIDEOCASSETTE.

PART A: PLANNING AND INSTRUCTION: *STUDENTS'RESPONSES TO LITERATURE*

Responding to literature should allow students to discover more about themselves and the world.

IMPORTANT QUESTIONS TO THINK ABOUT...

- What essential idea(s), concept(s), or theme(s) guide the learning during this learning segment?
- What materials fit the purpose and the students?
- What learning opportunities and experiences does the teacher provide for the students as they respond to literature?

Planning for both students and content is important, but **remain flexible** enough to take advantage of the discoveries that students make as they explore the literature and their responses to it.

WHY IS A CHALLENGING CLASSROOM ENVIRONMENT IMPORTANT?

- Students have opportunities to explore important questions/aspects of the text.
- Students can react to each other's comments.
- Students can refer to the text to support their conclusions.
- Students can contribute to the overall development of the discussion.

An **effective classroom discussion** about literature can take many forms but **should center on student discussion** about literature using fish bowl, inductive questioning, open-ended problem solving, large group discussion, small group discussion, etc.

- ✓ Choose one class to feature in the portfolio documentation. Even if the same unit of learning will be used in more than one class, the portfolio materials should come from only one class.

✓ Plan, conduct, and document 7 to 8 consecutive hours of instruction for that class. This period of instruction may be a complete unit or part of an ongoing unit of instruction. (Extraneous activities such as field trips, snow days, unrelated tests, etc. may not be included in the 7-8 consecutive hours, but they should be documented with a brief explanation within the Daily Log.) Consider the school curriculum, students' academic backgrounds, the culture and norms of the community, the class dynamics, prior assessments and/or any other relevant factors that affect your planning of the learning unit.

✓ Include a final assessment for the learning segment that focuses on how students respond to text and construct meaning individually and collaboratively. Although the assessment may fall outside of the 7 to 8 hours of instruction, it must occur within the next few class sessions.

Task A.1: Teaching Portfolio Class Profile Form

⊠ Complete the form (Appendix T.1) and include it as the first page of your portfolio.

Task A.2: Introduction to the Teaching Portfolio: A Statement of Expectations: *Students' Responses to Literature*

⊠ Write a brief commentary (no more than 2 pages) responding to the following prompts:

✎ What are the essential idea(s), concept(s), or theme(s) that guide student activities in the period of time covered in the learning segment?

✎ What did you expect students to learn as a result of this learning segment? How are these expectations consistent with state and local student learning standards?

✎ How does this learning segment addresses students' understandings, learning levels, and interests, and take into account prior assessments (e.g., district and/or state assessments, student records, class progress, learning style inventories, portfolio artifacts)?

✎ How does this learning segment allow students to become reflective about their responses to literature and their learning performance?

Task A.3: Rationale for the Choice of Literature: *Students' Responses to Literature*

⊠ Write a Rationale (no more than 2 pages) explaining your choice of literature by responding to the following prompts:

✎ What opportunities did the literature selection(s) offer students to reflect about diverse ethnic, racial, historical, age group, or gender perspectives, and to examine the essential idea(s), or theme(s)?

✎ What opportunities for interpretation did this selection offered to students? Be specific about parts of the text that illustrate your explanation.

✎ How did you gain an understanding of student interpretations?

Task A.4: Daily Logs: *Students' Responses to Literature*

✉   Complete a Daily Log form (see Appendix T.2) after each class session. Duplicate as many forms as needed, but **limit your daily responses to two pages per day**. **Daily logs must be typed**. Please note that **your videotaped session must be part of your 7-8 hour learning segment, and should be clearly indicated in the log**. Portfolio scorers will read Daily Logs for up to 8 hours of instruction. Any instructional activities outside of the 8 hours will not be taken into account in the scoring process. Use the Daily Log form (Appendix T.2) to respond to the following prompts:

✎ Discuss your expectations for student learning. When appropriate, identify the standards guiding the learning activities.

✎ Describe the learning activity and its duration.

✎ Describe the teacher's actions.

✎ Describe the students' actions or interactions in the activity.

✎ Cite evidence of students' understandings and connections to the literary selection.

✎ Based on the students' performances and understandings, how have or will you adjust your teaching of the next lesson or series of lessons?

Task A.5: Literary Discourse Videotape: *Students' Responses to Literature*

✓   Send notification to parents/guardians of your students about videotaping in your classroom. See Appendices V.1 and V.2.

✓   Videotaped and **uninterrupted 20-minute segment of class discussion of the literature** selection submitted as part of Students' Responses to Literature. The student response must be part of classroom activity documented in the Daily Logs. The teacher must appear on the videotape, but large or small group discussions are permissible. Student interactions need to be audible and easy to follow.

✓   The tape you submit should contain only the 20-minute segment you want the scorers to review. Do not submit a discussion tape of more than 20 minutes. **Do not submit mini-cassettes.**

✓   Refer to Appendices V.3 and V.4 for videotaping procedures and policies.

✓   Label your videotape cassettes with your **Candidate ID#.**

✓   On the unedited videotaped segment indicate "Students' Responses to Literature," the date of the videotaped segment and the classroom session number from the daily log. **Make sure to note the videotaped session in the Daily Log.** *Do not edit the segment that you submit.*

Task A.6: Literature Videotape Commentary: *Students' Responses to Literature*

⊠   Write a commentary of no more than two typed pages, analyzing the videotaped discussion by responding to the following prompts:

✎ Why did you consider this to be a discussion about important aspects of the literature? Include comments on your role in the discussion process.

✎ How did the discussion help your students respond to the literature?

✎ How did you accommodate students' differing learning levels and interests in the discussion?.

✎ How did the discussion fit in with your overall expectations for this learning segment and advance the idea(s) or concept(s) that guided the learning segment?

What to Submit:

⊠ Teaching Portfolio Class Profile Form (Appendix T.1), placed as the first page of the portfolio

⊠ Introduction to the Portfolio: Statement of Expectations, placed as the second page of your portfolio

⊠ Rationale for the Choice of Literature

⊠ Daily Log (Appendix T.2)

⊠ Literary Discourse Videotape

⊠ Literature Videotape Commentary

Key Elements in the Evaluation of Part A

The scorers will look for evidence of the key elements listed below.

🔑 The teacher demonstrates accurate knowledge of core material and critical concepts.

🔑 The teacher uses knowledge about students' background and cognitive development to inform choices of instructional strategies and materials.

🔑 The teacher creates a learning environment that challenges all students through varied opportunities.

🔑 The teacher connects and organizes content around essential ideas and concepts.

🔑 The teacher supports students as they respond to literature by making outside connections and/or exploring themes.

🔑 The teacher provides opportunities for students to actively construct their own meaning as they work through the interpretation process.

PART B: STUDENT ASSESSMENT AND TEACHER REFLECTION: *STUDENTS' RESPONSES TO LITERATURE*

ASSESSMENT IS AN OPPORTUNITY!

- Students can demonstrate their understanding.
- Teachers can use the information to promote student learning.

Assessment, formative or summative, should focus on stated expectations and measure student learning.

REMEMBER...

- Evaluation criteria should be clearly defined and understood by students.
- Assessment results should inform students about the quality of their performance and identify essential aspects.
- Your reflections should focus on how the information gained from student assessment will inform curricular and instructional modifications to continue to support student learning.

Task B.1: Documenting Student Learning: *Students' Responses to Literature*

✓ Select an assignment you used to assess student learning in the previous segment. Provide a copy of the written instructions students received and the criteria for student success.

✓ Select two students whose written work for this assignment represents different levels of interpreting and understanding literature. Submit only the final student response, whatever form it took.

✓ Submit the same assessment piece for both students. The submitted work samples must include any written comments or feedback you shared with the students. Please identify your comments apart from any student responses, by circling *your* remarks and marking them with a "T."

✓ Label the sample student assessments "Student A" and "Student B" in large print at the center top of the page. Number the pages and staple them together. Photocopy all student work and return the originals to the students. Make sure that photocopies are **legible**, and that all student names have been removed.

Task B.2: Assessing Student Learning: *Students' Responses to Literature*

☒ Write an Assessing Student Learning Commentary (no more than 2 pages) analyzing the quality of the student work. Consider the work of Students A and B, when responding to the following prompts:

✐ What criteria were used to evaluate the student work, and how were the criteria communicated to students? How did these criteria relate to your statement of expectations for what students should have learned through this learning segment?

✐ How do the work samples of Students A and B represent different levels of interpretations and understanding of literature? **Cite specific passages from each student's work to illustrate the differences.** Be certain to **indicate which student's work is being explained by referring to Student A or B, and indicate the page number of any passage that cited.**

✐ What was your assessment of the quality of the student work?

✐ Explain how you helped Students A and B to understand their levels of achievement in interpreting and understanding literature as represented by this assignment.

Task B.3: Reflecting on Teaching and Learning: *Students' Responses to Literature*

☒ Write a Reflective Commentary (no more than 2 pages) analyzing the quality of your instruction in *Responses to Literature* by linking it to whole class performance. Respond to the following prompts or questions:

✐ Reflect on the work the class did during this assignment. Explain what you learned about your instruction during the process of completing *Students' Responses to Literature*.

✐ Based on your analysis of student work, how did you adjust instruction to help the entire class understand and interpret literature?

✐ Describe how the work of Students A and B relates to the performance of the entire class.

✐ In the future, how will you adjust instruction to help students understand and interpret literature?

What to Submit:

☒ Copy of the assignment, including written instructions and criteria for student success

☒ Student assessment samples with written feedback

☒ Assessing Student Learning Commentary

☒ Reflecting on Teaching and Learning

Key Elements in the Evaluation of Part B

The scorers will look for evidence of the key elements listed below.

🔑 The teacher connects assessment to learning expectations and provides insight into student understanding.

🔑 The teacher clearly communicates assessment criteria and results to the students.

🔑 The teacher uses assessment results to inform planning and instruction throughout the learning segment.

🔑 The teacher provides focused feedback to students to support student understanding.

🔑 The teacher addresses essential aspects of student learning in written commentary.

🔑 The teacher analyzes assessment information, connects it to instructional practice, and uses it to make adjustments for ongoing and future learning.

PART C: PLANNING AND INSTRUCTION: *STUDENTS' PROCESSES IN WRITING*

FACILITATING THE STUDENTS THROUGH A WRITING PROCESS REQUIRES THAT THE TEACHER...

- understand the underlying concepts and research that describe how people think, write, and review
- apply that knowledge to classroom practice
- accommodate the needs of students as they work through their own processes
- understand that the quality of the writing task has an impact on the product

- design meaningful writing tasks that engage the students

IN THIS SECTION THE TEACHER WILL DOCUMENT...
- the plan to take students through the writing process, allowing them to formulate an initial idea
- the revision process to create a final draft
- the support of students as they work on their writing and the help as they structure text and apply appropriate conventions of text, including mechanics, grammar, and spelling

✓ Provide a copy of the written instructions students received for the featured writing assignment, along with the assessment criteria you used to evaluate student performance. This can be a writing assignment that is integrated with the work used for *Students' Responses to Literature*, or an unrelated composition. However, the student work samples should be different from the ones used in *Students' Responses to Literature*. The assignment should be one that resulted in students working toward a final draft.

✓ Select two students whose written work will be featured in this segment. These students will be referred to as Student X and Student Y. they may be the same students or different students from those highlighted in *Students' Responses to Literature.* The work samples of Students X and Y will be featured in Part D.

✓ Plan, conduct and document 3 to 5 consecutive lessons of writing instruction. The writing experiences and student work need not take place during consecutive class sessions. Do not include a writing assignment in which instruction exceeds the five lesson limitation. Do not use a research paper as the portfolio assignment.

Task C.1: Documenting the Writing Assignment: *Students' Processes in Writing*

✉ Write a Writing Assignment Rationale (no more than two pages) responding to the following prompts:

🖉 What did you expect students to learn through the completion of this assignment?
How are these expectations consistent with state and local student learning standards?

🖉 What influences (e.g. prior writing assessments, developmental needs of students, curricular, goals) impacted your writing instruction in general and this assignment specifically?

🖉 What criteria for success did you establish for this assignment? How and when was this information communicated to students? If additional expectations have been established in the classroom prior to this assignment, explain how they relate to the expectations for this writing assignment.

Task C.2: Preparing the Writing Process Log: *Students' Processes in Writing*

✉ Complete a Writing Process Log (see Appendix T.3) documenting 3 to 5 consecutive lessons of writing instruction for Students X and Y. If the instruction is the same for both students, indicate that. Describe what happens in each lesson in a Writing Process Log. Do not use more than two

double-spaced pages for each lesson. Use the form in Appendix T.3 to respond to the following prompts:

✐ Describe class activities or instruction devoted to helping students improve writing skills through completing this assignment. Include a lesson(s) that incorporates text conventions that are related to the task.

✐ Describe the responses of Students X and Y to those activities and instruction.

✐ Describe the teacher-student discourse with Students X and Y that impacted their progress. Refer to any written comments that you gave the students about their work.

✐ Discuss what you observed about the ways Students X and Y work through a process, and what you learned about their writing skills. Make sure to include the drafts discussed in the collection of each student's work.

✐ Describe opportunities you provided for Students X and Y to individualize the process.

✐ Describe how the work of Student X and Student Y relates to the performance of the entire class.

Task C.3: Writing Interaction Videotape: *Students' Processes in Writing*

✓ Videotape a 10-minute segment that illustrates **students talking about revising their writing**. Students may be discussing their papers in a small peer group, in one-on-one conferences with you, in a class discussion of students' works, or in another context that fosters student interactions about revising. **Be sure to indicate this videotaped segment in the Writing Process Log.**

   Note: The two students chosen for profile may or may not be on the video.

✓ **This segment should be on the same videocassette on which the student discussion in *Students' Responses to Literature* appears. Allow for a 10-second lead and introduce the writing segment with a statement of purpose and the date. Do not submit mini-cassettes.**

✓ Make sure that the **videotape is audible, individual student responses can be heard**, and the discourse is related to the overall assignment documented. *Do not edit the segment that you submit.*

Task C.4: Writing Interaction Commentary: *Students' Processes in Writing*

✉ Write a videotape commentary (no more than 2 double-spaced pages) describing the discourse on the videotape. Respond to the following questions or prompts:

✐ How did your instructional strategies and the classroom environment foster student discourse about writing? What directions did you give the students?

✐ What did you notice during the students' interactions during the revision conference that gives you information about students' understandings of their writing process? Cite specific evidence from the videotape of the writing discourse.

✐ Based on your evaluation of the student interaction during this segment, discuss what, if anything, you are planning to do differently in future revision lessons?

What to Submit:

☒ Writing Assignment Rationale

☒ Writing Process Logs

☒ Copy of the instructions for the writing assignment with any assessment criteria

☒ Writing Interaction Videotape

☒ Writing Interaction Commentary

Key Elements in the Evaluation of Part C

The scorers will be looking for evidence that the writing assignment has an identifiable context, a purpose, and includes attention to conventions of standard written English as well as the key elements listed below.

🔑 The teacher presents writing as a flexible process that takes into account students' particular strengths and learning styles.

🔑 The teacher uses various instructional strategies that are connected with stated goals and support students' independence as writers and thinkers.

🔑 The teacher demonstrates (in the Writing Process Logs) individualized instruction based on the featured student's developmental needs, interests, and learning styles.

🔑 Student work collected shows a progression from an initial idea to a final draft including at least one draft showing revisions.

🔑 The teacher's focus on revision is based on criteria established for the writing assignment.

PART D: STUDENT ASSESSMENT AND TEACHER REFLECTION: *STUDENTS' PROCESSES IN WRITING*

Assessment provides an opportunity for students to demonstrate their understanding and for teachers to use assessment information to promote student learning. **Assessment, formative or summative, should focus on the stated expectations and should measure student learning.**

IN THS PART, TEACHERS NEED TO...
- document expectations for student success and assessment of student work

- **clearly define evaluation criteria to provide students with information about the quality of their performance**
- focus reflection on how you use information gained from the student assessment to address curricular and instructional modifications to support student learning

Task D.1: Documenting Student Learning: *Students' Processes in Writing*

✓ Select two students of differing levels of achievement to profile with a collection of their work.

✓ Prepare two collections that illustrate the process used by these students to complete this assignment.

✓ Include 3-5 work samples in each collection. Samples may include brainstorming and organization activities. However**, at least one revision draft and final draft must be included**.

✓ Label the work samples "Student X" and "Student Y" in large print at the center of the top of each page. Order the papers from early ideas or drafts to final draft, placing the earlier work samples on top of the later and final drafts. Please note that the final draft does not have to be finished within the 3 to 5 lessons of instruction. Number all pages sequentially within the context of the entire portfolio so that you may refer to page numbers in your Writing Process Log and Student Profiles.

✓ Circle any teacher written comments on students' papers and mark with a "T". Make sure that your final evaluation of student work is clear. Include copies of any assessment criteria you may have used.

Task D.2: Assessing Student Learning: *Students' Processes in Writing*

⊠ Write a Student Profile for Student X and Student Y (no more than two pages per student). Title the first profile "Student X Profile" and the second "Student Y Profile." **Place each Student Profile as the first page followed by the collection of work.**

As part of the introduction to each profile, detail that student's gender, age, grade level, language spoken in the home, and any other school information which impacted your instructional choices.

Substantiate your explanations with **specific references from the students' writings and/or the Writing Process Log**, where appropriate. **Refer to the page numbers and specific passages** from the students' writings. **Cite dates and specific activities, discourse with students, and observations from the Writing Process Log** that helped form your evaluations.

⊠ Respond to the following questions or prompts when writing the student profiles:
  🖋 Based on your evaluation of student work, cite evidence that demonstrates what each of the two students understood about the context(s) and purpose(s) for writing.

  🖋 How did the students' backgrounds, interests, and learning levels influence their understanding and processes?

  🖋 Include your observations of any developmental needs for Students X and Student Y as they revise and edit texts. Explain your methods of addressing grammar, usage, and mechanics with the featured students.
  🖋 Based on your analysis of student work, discuss what Student X and Student Y need to work on next and why?

Task D.3: Reflecting on Teaching and Learning: *Students' Processes in Writing*

☒ Write a Reflective Commentary (no more that 2 pages) analyzing the quality of your writing instruction by linking it to whole class performance. Respond to the following prompts or questions:

✎ Reflect on the work the class did during this assignment. What did you learn about the students as writers and about your instruction during the process of completing *Students' Process in Writing*?

✎ Based on your analysis of student work, how did you adjust instruction to help students as writers and about your instruction during the process of completing *Students' Process in Writing*?

✎ Describe how the work of these two students relates to the performance of the entire class.

✎ In the future, how will you adjust instruction to improve the writing experience in your room?

What to Submit:

☒ Collections of two students' works including assessment criteria

☒ Two Student Profiles

☒ Reflecting on Teaching and Learning

Key Elements in the Evaluation of Part D

The scorers will look for evidence of the key elements listed below.

🔑 The teacher connects assessment guidelines with instructional goals and focuses on critical elements of revision that are appropriate to the task or purpose.

🔑 The teacher (in the Student Profiles) identifies critical elements in students' understandings and processes, backgrounds, and developmental needs.

🔑 Student work collected shows a progression from an initial idea to a final draft, including drafts showing revision.

🔑 The teacher addresses essential aspects of student learning based on accurate knowledge about students.

🔑 The teacher's comments on student drafts promote student learning and inform teaching.

🔑 The teacher analyzes assessment information, connects it to instructional practice, and uses it to make adjustments for ongoing and future learning.

TEACHING PORTFOLIO ASSEMBLY CHECKLIST

Ensure that your accordion folder includes the following materials, **in the following order**:

☒ **APPENDICES R.1, R.2, R.3, AND R.4**
- ❑ **Complete the four forms.**
  - ❑ Return Receipt Form (Appendix R.1)
  - ❑ Teaching Authenticity Sign-off Form (Appendix R.2)
    Be sure it contains your Candidate ID #.
  - ❑ Teacher Demographic Information Form (Appendix R.3)
  - ❑ Teaching Portfolio Reflection Form (Appendix R.4)
- ❑ **Photocopy each form and keep the photocopies for your records.**
- ❑ **Arrange the original forms in numerical order, fasten with a paper clip, and place in your accordion folder.**

☒ **PORTFOLIO**
- ❑ **Assemble the following forms, documentation and commentaries in the order listed below.**
  - ❑ Task A.1: Teaching Portfolio Class Profile Form (Appendix T.1)
    (This completed page is the first page of the portfolio, but **do not number this page.**)
  - ❑ Task A.2: Introduction to the Teaching Portfolio: A Statement of Expectations: *Students' Responses to Literature*
    (The pagination starts here.)
  - ❑ Task A.3: Rationale for the Choice of Literature: *Students' Responses to Literature*
  - ❑ Task A.4: Daily Logs: *Students' Responses to Literature* (Appendix T.2)
  - ❑ Task A.6: Literature Videotape Commentary: *Students' Responses to Literature*
  - ❑ Task B.1: Documenting Student Learning: *Students' Responses to Literature*
  - ❑ Task B.2: Assessing Student Learning: *Students' Responses to Literature*
  - ❑ Task B.3: Reflecting on Teaching and Learning: *Students' Responses to Literature*
  - ❑ Task C.1: Documenting the Writing Assignment: *Students' Processes in Writing*
  - ❑ Task C.2: Preparing the Writing Process Log: *Students' Processes in Writing* (Appendix T.3)
  - ❑ Task C.4: Writing Interaction Commentary: *Students' Processes in Writing*
  - ❑ Task D.1: Documenting Student Learning: *Students' Processes in Writing*
  - ❑ Task D.2: Assessing Student Learning: *Students' Processes in Writing*
  - ❑ Task D.3: Reflecting on Teaching and Learning: *Students' Processes in Writing*
- ❑ **Paginate your portfolio. Verify that pages were properly paginated.**
- ❑ **Verify the following:**
  - ❑ Your portfolio has been typed on 8½" x 11" white paper, single-sided, double-spaced in a non-script font no smaller than 12-point.
  - ❑ Your name, the school name, and students' names have been removed from all portfolio documents, including handwritten materials.
  - ❑ Your **Candidate ID #** appears on each page of the portfolio.
  - ❑ All student work includes the corresponding lesson number to which it pertains, or the lesson number when the work was assigned and accompanying handouts or directions.
  - ❑ Handwritten documents (e.g., students' work, teacher feedback) are legible.

❏ **Make two (2) photocopies of the teaching portfolio.**

❏ **Verify that copies are one-sided, all student work is photocopied, and every page is legible.**

❏ **Secure your original with a binder clip. Secure each copy with a binder clip.**

Do __not__ enclose individual teaching portfolio pages in plastic page protectors.

❏ **Place the original and one copy into your accordion folder. Keep one copy for your records.**

⊠ **VIDEOTAPE**

❏ **Verify the following:**

  ❏ Videotape segments follow the guidelines outlined in Tasks A.5: Literary Discourse Videotape and C.3: Writing Interaction Videotape.

  ❏ Videotapes (original and two copies) are of sufficient technical quality (i.e., students and teacher can be clearly heard) and are not mini-cassettes.

Videotapes of insufficient quality will not be accepted and your portfolio will be deemed incomplete.

  ❏ Your **Candidate ID #** appears on your videotapes (original tape and two copies).

❏ **Place the original tape and one copy of the tape into your accordion folder. Keep one copy for your records.**

What to Submit in Accordion Folder:

⊠ **a packet of forms R.1-R.4, paper clipped**

⊠ **the original teaching portfolio, binder clipped**

⊠ **one legible copy of the teaching portfolio, binder clipped**

⊠ **the original videotape labeled with Candidate ID# (no mini-cassettes)**

⊠ **one audible copy of the videotape labeled with Candidate ID# (no mini-cassettes)**

SECTION IV. APPENDICES

APPENDIX R.1: RETURN RECEIPT FORM

Beginning Teacher Assessment Program

Directions: *Complete this form and place it as the first item in you accordion folder when you submit your portfolio.*

Mailing or Delivery Date of Portfolio: _____

Candidate Identification (ID) Number: _____

Candidate Name: _____

Address to which this receipt should be mailed:

_____

_____

Home Address (if different):

_____

Telephone Number: _____

E-mail Address(es): _____ (home)

_____ (school)

Superintendent's Name _____

School District/School Name_____

Mailing Address: _____

_____

School Telephone Number: _____

Optional: If you wish a copy of this receipt mailed to your superintendent, please check the box below. This will be done at the time of portfolio receipt.

   Please send a copy of this receipt to my superintendent.

APPENDIX R.2: TEACHING PORTFOLIO AUTHENTICITY SIGN-OFF FORM

Indiana Professional Standards Board
Beginning Teacher Assessment Program

DIRECTIONS: *Please complete and place in your accordion folder when you submit your portfolio.*

This teaching portfolio has been submitted as part of completing the Beginning Teacher Assessment Program and meeting requirements for eligibility for the Proficient Practitioner License. This attestation is an acknowledgment that the **ultimate responsibility for compiling the portfolio documentation** (including writing the commentaries) **lies with the beginning teacher**. However, beginning teachers are *encouraged* to seek assistance, input and feedback from the mentor, principal or other colleagues in preparing for the portfolio assessment.

Attestation by beginning teacher

- I have primary responsibility for teaching the students/classes profiled in this teaching portfolio.

- The videotape(s) submitted shows me teaching the students/classes profiled in this teaching portfolio.

- The student work included in the documentation is that of my students who are profiled in the unit documented in this teaching portfolio.

- I am the sole author of the teacher commentaries and other written responses to portfolio questions and forms in this portfolio.

- There is no plagiarized material in the portfolio.

_____   _____   _____
Teacher's Signature   Teacher's Name (printed)   Date

_____
Candidate ID#

Attestation by principal

To the best of my knowledge, the statements above are accurate.

_____   _____   _____
Principal's Signature   Principal's Name (printed)   Date

APPENDIX R.3: TEACHER DEMOGRAPHIC INFORMATION FORM

DIRECTIONS: *Please complete and place in your accordion folder when you submit your portfolio.*

Note: This information is for research purposes only. Portfolio scorers will not see this information, nor will this information influence portfolio scoring in any way.

1. Your Social Security Number: _____

2. Your gender: ☐ 1. Female   ☐ 2. Male

3. Your ethnicity **(Check one)**: ☐ 1. Asian American
                                         ☐ 2. Black
                                         ☐ 3. Hispanic
                                         ☐ 4. Native American
                                         ☐ 5. White

4. Regional ESC number *(See Educational Service Centers graphic that follows this form)*: _____

5. School type where you teach *(Check one. If you teach at more than one school, check for **primary** school type):*
                           ☐ 1. Elementary School
                           ☐ 2. Middle/Junior High School
                           ☐ 3. High School
                           ☐ 4. Other_____
                                        (Please specify)

6. Grade levels included in school where you teach. *(Check one. If you teach at more than one school, check for **primary** school type):*

    ☐ 1. pk-4 or pk-5   ☐ 3. k-4 or k-5   ☐ 5. 5-8, 6-8, or 7-8
    ☐ 2. pk-6, pk-7, or pk-8   ☐ 4. k-6, k-7, or k-8   ☐ 6. 9-12
                                                           ☐ 7. Other _____
                                                               (Please specify)

7. Your specific teaching assignment *(Check one):*

    ❑ A. Departmentalized by subject matter
    ❑ B. Interdisciplinary team
    ❑ C. Co-teaching in regular classroom
    ❑ D. Team teaching in regular classroom
    ❑ E. Art or music instructor only
    ❑ F. Self-contained classroom (most students are present for a full day)
    ❑ G. Resource room (students are present for two hours or less per day)
    ❑ H. Part-time special class (students are present for more than 2 hours per day, but less than a
           full day)
     I. Other: _____*(Please specify)*

8. Which below characterizes your assigned mentoring situation during your first year of teaching? *(Check One)*
- ☐ A. Individual mentor teaching in my content area and building
- ☐ B. Individual mentor teaching in my content area, but not building
- ☐ C. Individual mentor teaching in my building, but not content area
- ☐ D. Individual mentor, but one not teaching in my content area or building
- ☐ E. Team mentoring, with at least one mentor teaching in both my content area and building
- ☐ F. Team mentoring, with at least one mentor teaching in my content area, but not building
- ☐ G. Team mentoring, with at least one mentor teaching in my building, but not content area
- ☐ H. Other_____

<center>*(Please specify)*</center>

9. At which institution and level did you <u>complete</u> your teacher preparation program/coursework related to your current license and teaching assignment in Indiana? *(Check all that apply)*

<u>INSTITUTION:</u>

Institution	Level
☐ 1. Anderson University	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 2. Ball State University	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 3. Bethel College	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 4. Butler University	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 5. Calumet College	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 6. Depauw University	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 7. Earlham College	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 8. Franklin College	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 9. Goshen College	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 10. Grace College	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 11. Hanover College	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 12. Huntington College	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 13. Indiana State University	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 14. Indiana University Bloomington	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 15. Indiana University East	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 16. Indiana University Kokomo	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 17. Indiana University Northwest	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 18. Indiana University South Bend	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 19. Indiana University Southeast	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 20. Indiana Wesleyan University	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 21. IUPU at Fort Wayne	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 22. IUPU at Indianapolis	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 23. Manchester College	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 24. Marian College	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 25. Oakland City University	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 26. Purdue University	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 27. Purdue University Calumet	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 28. Saint Francis College	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 29. Saint Joseph's College	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 30. Saint Mary's College	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 31. St. Mary of the Woods College	☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both

☐ 32. Taylor University   ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 33. Tri State University   ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 34. University of Evansville   ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 35. University of Indianapolis ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 36. University of Notre Dame ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 37. University of Southern Indiana ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 38. Valparaiso University   ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 39. Wabash College   ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 40. Alternate Route to Licensure ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 41. Out-of-State:_____ ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
(Please specify institute)
☐ 42. Other:_____
(Please specify)

10. Using the scale provided, please rate the following resources in your school
    (Note: N/A means Not Applicable)

A. Number of computers: ☐ 1.More than adequate ☐ 2.Adequate ☐ 3. Less than adequate ☐ 4.N/A
B. Computer accessibility: ☐ 1.More than adequate ☐ 2.Adequate ☐ 3. Less than adequate ☐ 4.N/A
C. Library/media resources: ☐ 1.More than adequate ☐ 2.Adequate ☐ 3. Less than adequate ☐ 4.N/A
D. Library/media accessibility: ☐ 1.More than adequate ☐ 2.Adequate ☐ 3. Less than adequate ☐ 4.N/A
E. Lab equipment: ☐ 1.More than adequate ☐ 2.Adequate ☐ 3. Less than adequate ☐ 4.N/A
F. Number of basic calculators: ☐ 1.More than adequate ☐ 2.Adequate ☐ 3. Less than adequate ☐ 4.N/A
G. Number of scientific calculators: ☐ 1.More than adequate ☐ 2.Adequate ☐ 3. Less than adequate ☐ 4.N/A
H. Number of graphing calculators: ☐ 1.More than adequate ☐ 2.Adequate ☐ 3. Less than adequate ☐ 4.N/A
I. Laboratory materials/supplies: ☐ 1.More than adequate ☐ 2.Adequate ☐ 3. Less than adequate ☐ 4.N/A
J. Internet capability (teachers): ☐ 1.More than adequate ☐ 2.Adequate ☐ 3. Less than adequate ☐ 4.N/A
K. Internet capability (students): ☐ 1.More than adequate ☐ 2.Adequate ☐ 3. Less than adequate ☐ 4.N/A
L. Other technology *(Specify)*: ☐ 1.More than adequate ☐ 2.Adequate ☐ 3. Less than adequate ☐ 4.N/A

_____

11. Which of the following computer resources did you use, or have your students use, during the
    teaching of your portfolio unit *(Please check all that apply)*:

	You	Students
A. Word Processing	_____	_____
B. PowerPoint or other type of Presentation	_____	_____
C. Internet	_____	_____
D. Spreadsheet	_____	_____
E. Data analysis	_____	_____
F. Instructional programs (e.g., computer simulation, guided instruction)	_____	_____
G. Other *(Please specify)*	_____	_____

Region 1
Southern Indiana Education Service Center
Jasper, IN 47547

Region 2
William E. Wilson Education Center
Charlestown, IN 47111

Region 3
West Central Education Center
Greencastle, IN   46135

Region 4
East Central Education Center
Connersville, IN   47331

Region 5
Wabash Valley Education Center
West Lafayette, IN   47906

Region 6
Northwest Indiana Education Center
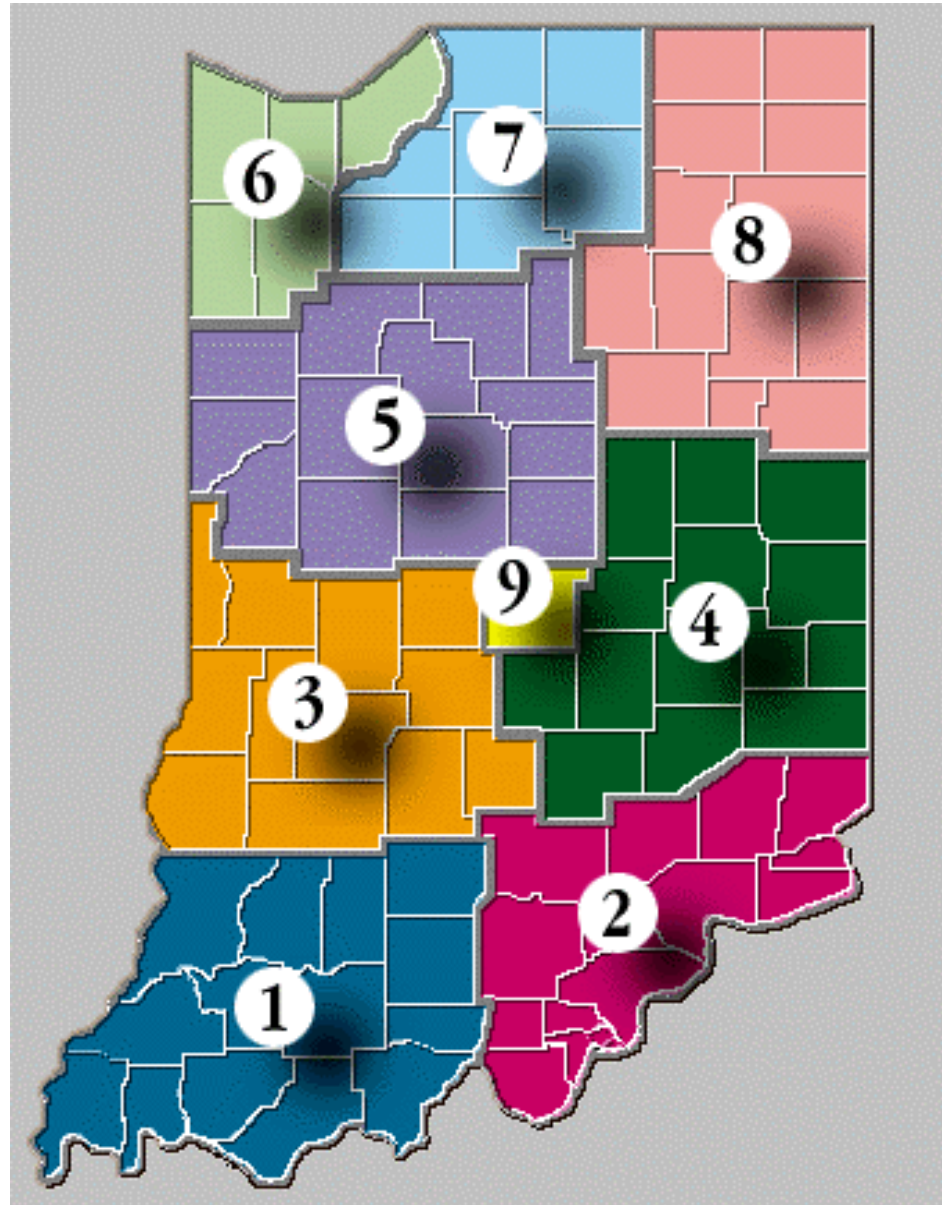Highland, IN   46322-1299

Region 7
Northern Indiana Education Center
Mishawaka, IN   46545

Region 8
Region 8 Education Service Center
Markle, IN   46770

Region 9
Central Indiana Education Service Center
Indianapolis, IN   46268

APPENDIX R.4: TEACHING PORTFOLIO REFLECTION FORM

DIRECTIONS: *Please complete and place in your accordion folder when you submit your portfolio.*

Note: This information is for research purposes only. Portfolio scorers will not see this information, nor will this information influence portfolio scoring in any way. PLEASE PROVIDE ANY WRITTEN COMMENTS ON THE BACK OF THIS FORM.

1. Your Social Security Number: _____
2. Your content area: _____
3. Which of the following were sources of support for you as you completed your portfolio?
    (*Check all that apply*)
    ☐ Beginning teachers also completing portfolios
    ☐ Colleagues who had completed portfolios in previous years
    ☐ Other colleagues *(Please specify)*: _____
    ☐ My formally assigned mentor
    ☐ Support seminars *(Please specify - district, consortium, building, etc.)*_____
    ☐ My principal
    ☐ My department chair
    ☐ IPSB Teacher-in-Residence or scorer *(Please specify)* _____

4. For each statement below, please indicate your level of agreement by checking either ***Strongly Agree, Agree, Disagree, or Strongly Disagree.***

Completing this portfolio provided me the opportunity to demonstrate:

…my content area knowledge in a way that was not assessed with the Praxis II exam.
    ☐ 1. Strongly Agree   ☐ 2. Agree   ☐ 3. Disagree   ☐ 4. Strongly Disagree

…my understanding of the content standards.
    ☐ 1. Strongly Agree   ☐ 2. Agree   ☐ 3. Disagree   ☐ 4. Strongly Disagree

…my ability to design instruction.
    ☐ 1. Strongly Agree   ☐ 2. Agree   ☐ 3. Disagree   ☐ 4. Strongly Disagree

…my ability to implement instruction.
    ☐ 1. Strongly Agree   ☐ 2. Agree   ☐ 3. Disagree   ☐ 4. Strongly Disagree

…my ability to assess student work.
    ☐ 1. Strongly Agree   ☐ 2. Agree   ☐ 3. Disagree   ☐ 4. Strongly Disagree

…my ability to monitor and adjust instruction based on student assessment.
    ☐ 1. Strongly Agree   ☐ 2. Agree   ☐ 3. Disagree   ☐ 4. Strongly Disagree

…my ability to modify instruction based on accommodations to students' needs, interests, and   backgrounds.
    ☐ 1. Strongly Agree   ☐ 2. Agree   ☐ 3. Disagree   ☐ 4. Strongly Disagree

…my ability to manage my classroom.
    ☐ 1. Strongly Agree   ☐ 2. Agree   ☐ 3. Disagree   ☐ 4. Strongly Disagree

…my ability to reflect upon my teaching practices.
    ☐ 1. Strongly Agree   ☐ 2. Agree   ☐ 3. Disagree   ☐ 4. Strongly Disagree

Portfolio: Content area: _____Course title: _____
Unit name: _____
Class that is the focus of the portfolio: Class minutes/day: _____ Class minutes/week: _____
     Class sessions during the instructional unit: _____ Block schedule _____
     (Specify & describe) _____
     Class meetings with the selected class per year: _____
Grade level(s) in your portfolio class: pre-k 1 2 3 4 5 6 7 8 9 10 11 12 *(Circle all that apply)*
Composition of your portfolio class:
_____ Number of boys   _____% Black
_____ Number of girls   _____% Hispanic
_____ Number of bilingual students   _____% White
_____ Number of students identified as   _____% Asian/Pacific Islander
     special education students   _____% American Indian/Alaskan Native
                               _____% Biracial

Ability grouping: _____ heterogeneous _____ homogeneous (___ advanced, ___ average, ___ general)

Primary texts used in portfolio class *(Please provide title, author/publisher, and date of publication of all textbooks or laboratory manuals, etc.)*

_____

_____

(Note: If elementary education teacher, please provide this information for both literacy and numeracy instruction)
Number of other adults in the room during portfolio instruction: _____
If one or more, please specify title(s)/role(s): *(Check all that apply)*
☐ Paraprofessional   ☐ Parent volunteer
☐ Co-teacher   ☐ Other
Community:_____ Rural _____Suburban _____ Urban _____ Other
_____ Mostly affluent families   _____ Mostly upper middle-class families
_____ Mostly lower middle-class families _____ Significant number of families at or near the poverty line
_____ Mixture of economic statuses *(Describe)*
School: _____ Pre-K _____Elementary _____Middle or Junior High _____ High School _____ Other
Total number of students in the school _____ Public _____ Private
Access to Technology:
Basic four function calculators _____ exceptional   _____ adequate   _____ wanting
Scientific calculators   _____ exceptional   _____ adequate   _____ wanting
Graphing calculators   _____ exceptional   _____ adequate   _____ wanting
Computers   _____ exceptional   _____ adequate   _____ wanting
Manipulatives for inquiry   _____ exceptional   _____ adequate   _____ wanting
Consumables for Inquiry   _____ exceptional   _____ adequate   _____ wanting
Other technology (e.g., projection screen for computer or calculators, probes, internet connection)

_____

Mentor: Teaching Assignment:
_____ Building level content-specific supervisor   _____ Departmentalized by subject
     (e.g., department chair)   _____ Interdisciplinary team
_____ Building level content- specific teacher   _____ Departmentalized and interdisciplinary
_____ Other _____   _____ Other _____

APPENDIX T.2: DAILY LOG: *STUDENTS' RESPONSES TO LITERATURE*

Directions: Please refer to the questions and prompts in Task A.4 when completing this form.

Date: _____
Class session number: _____
Duration of class session (in minutes): _____

Expectations for Student Learning	Activity Description	Teacher Actions	Student Actions	Student Understanding & Connections to the Literary Selection

Teaching adjustments, if any, based on students' performances:

Directions: Please refer to the questions and prompts in Task C.2 when completing this form.

Date	Describe Instruction (Teacher Actions)	Describe Students' Responses (Student Actions)	Describe Teacher-Student Discourse

What did you learn about the writing skills of Student X?

How does the work of Student X relate to the performance of the entire class?

APPENDIX T.3: STUDENT Y WRITING PROCESS LOG: *STUDENTS' PROCESSES IN WRITING*

Directions: Please refer to the questions and prompts in Task C.2 when completing this form.

Date	Describe Instruction (Teacher Actions)	Describe Students' Responses (Student Actions)	Describe Teacher-Student Discourse

What did you learn about the writing skills of Student Y?

How does the work of Student Y relate to the performance of the entire class?

APPENDIX V.1: NOTICE TO PARENT/GUARDIAN ABOUT VIDEOTAPING (ENGLISH)

<u>Notice to Parents or Guardians</u>

Dear Parent/Guardian:

I am participating in the Beginning Teacher Assessment Program developed by the Indiana Professional Standards Board. The Board is developing a new assessment system for licensing beginning teachers based upon standards for teaching. Beginning teachers will develop a performance portfolio to demonstrate what they know and are able to do. The goal of this program is to give new teachers more support and guidance to improve teacher quality while linking teaching standards to student standards for improved student learning.

I am sending you this letter to notify you that I will be videotaping selected lessons in my classes and submitting examples of student work as evidence of my teaching. Although the videotape will include both the students, and myself, the primary focus of the tape is on my teaching, not the students in the class. Your child may be included in this videotape or his or her work included in the written materials I submit.

Please be aware students' names will not be included on any of the materials I submit, nor will students' identities or the school be revealed. The Indiana Professional Standards Board will only use the materials I submit for evaluation of my teaching, for research purposes, and for training educators.

If you object to your child being shown in the videotape that I submit, please let me know. Thank you for your help and consideration in this matter.

 Sincerely,

_____   Date: _____

Aviso a los Padres o Tutores

Queridos Padres o Tutores:

Soy participante en el programa "Beginning Teacher Assessment", un programa desarrollado pr el Indiana Professional Standards Board (La Administracion Profesional de los Requisitos de Indiana). Esta Administracion esta desarrollando un nuevo sistema de evaluar a los maestros al graduarse de la universidad, basado en los requisitos para la ensenanza. Los nuevos maestros van a preparar una cartera de realizacion para mostrar lo que sepan y lo que sean capaz de hacer. El objetivo de este programa es dar mas apoyo y direccion a los nuevos maestros para mejorar la calidad de la ensenanza mientras que se conectan los requisitos de los maestros a los de los estudiantes para que los estudiantes aprendan mejor.

Les mando a Uds. esta carta para avisarles que voy a grabar en video unas lecciones en mis clases y que pienso entregar unos ejemplos del trabajo de los estudiantes como prueba de mi capacidad de ensenar. Aunque el video va a incluirnos a los estudiantes y a mi, el foco principal del video es de mi ensenanza, no de los estudiantes. Es posible que incluya a su hijo/a en el video y de que su trabajo sea incluido en las obras que yo entregue.

Quisiera que Uds. se den cuenta de que los nombres de los estudiantes no aparecen en el video, ni su identidad, ni el nombre de la escuela. La Administracion de Los Requisitos de Indiana solo usan las obras que yo entregue para valorar mi ensenanza, para hacer investigaciones y para instruir a los maestros.

Si Uds. se oponen a que su hijo/a sea incluido en la grabacion, haganme el favor de avisarmelo. Les agradezco mucho su cooperacion en este asunto.

Sinceramente,

_____   Fecha: _____

APPENDIX V.3: BTAP POLICIES GOVERNING THE USE OF VIDEOTAPES AND RELATED TEACHING PORTFOLIO MATERIALS

Videotapes and related materials submitted in connection with the BTAP are used for multiple purposes. These purposes fall generally into two categories: (a) uses for which teacher consent will not be required, and (b) uses for which teacher consent is required, (the IPSB will ask for a teacher's consent prior to use).

(a) Uses for which beginning teacher consent will not be required:

- evaluation of teaching as part of BTAP assessments
- pilot-testing and validation of BTAP assessments
- training of scorers
- training of mentors

Materials used for the purposes described above will not include any identifying information, such as the names of teachers, students or schools. In addition, educators being trained as scorers or mentors will be required to sign a confidentiality form, indicating that they will not discuss the content of videotapes or related materials outside of the training session.

(b) Uses for which beginning teacher consent is required:

- professional development for beginning teachers, principals, and other educators involved in the BTAP in which illustrative examples of effective teaching practice are provided
- dissemination of exemplary examples of student work and curriculum materials for educational purposes such as teacher training
- videotape and portfolio-related materials selected to communicate the goals and programmatic aspects of the BTAP to a wide audience of educators

Neither communications materials nor examples of exemplary teaching, student work or curriculum will be used for any commercial purposes.

APPENDIX V.4: PROCEDURES FOR CLASSROOM VIDEOTAPING

Introduction

These procedures are provided to help you produce a video that clearly represents the teaching and learning in your classroom. In order to capture elements of effective instruction and student learning, you will need to produce a videotape of reasonable audio and video quality. Be sure to use a new, better quality VHS videotape. **Mini-cassettes cannot be submitted.** These procedures will help you successfully produce a video with minimum problems that will fulfill the requirements of these portfolio guidelines.

Preparation and Practice

First, we do NOT expect a television production. It is important, however, that the quality of the videotaped lessons/activities be sufficient for scorers to understand what happened in your classroom.

✓ If you are unfamiliar with the videotaping process and/or do not have access to video equipment, **consider the following resources** for equipment and videotaping assistance:

- your principal
- a mentor or colleague
- your school or district media or A/V specialist
- another beginning teacher who has done/is doing videotaping

✓ **Schedule/reserve** the necessary video/audio equipment well in advance.

✓ **Advise your principal** about your need to videotape lessons for the portfolio.

✓ **Meet** with the camera operator (student or colleague) to plan the taping prior to videotaping your lesson.

✓ **Discuss** the following questions:

- Where will you and your students be during the lesson?
- Will different activities require students to regroup or move around the classroom?
- How will the use of instructional materials be recorded?
- What will the video operator need to capture?
- If applicable, when should the operator zoom in or rotate the camera to a new position?

✓ **Practice the videotaping process**. This will provide a chance to test the equipment and give your students an opportunity to grow accustomed to the camera.

✓ **Adjust**, if necessary, **for the light source** (incandescent, florescent, or daylight) each time a recording is made. Newer cameras may be automatic, thus requiring no adjustment.

Audio Guidelines

The microphone built into the camera may be adequate. After videotaping a lesson for practice purposes, test to determine whether the built-in audio is sufficient. When reviewing the videotape, consider whether others will be able to understand what you and your students said (e.g., teacher directions and questions, student questions and responses, discussions). If you find that the sound is unacceptable, try to obtain an external microphone (i.e., a microphone that can be connected to the camera and pick up sound throughout the classroom).

Other tips to improve audio:

- Remember that your sound recording will be better the closer the microphone is to the action. Decide where to position the microphone to best capture teacher and student voices. If you need to move the camera to capture the sound or action, be sure to keep the camera on during the move.

- For almost all video cameras, if you use an external microphone (generally connected to the external mike jack on the camera), the built-in microphone will automatically turn off. Only sounds picked up from the external microphone will be recorded. If the external microphone is not completely inserted in the jack, NO sound will be recorded. To test if the external microphone works, the camera operator may use headphones to listen as they record and review the practice videotape(s).

- Since audio is the most important aspect of videotaping, be sure to check your audio at each taping session with the headphones plugged into the camera or recorder. Many audio problems, such as poor connections between microphone cables, bad cables, noise from the hallway, etc., can be detected by periodic monitoring during recording. However, the best way to test for quality is to listen to a playback of the *videotape before* starting a lesson and *after* the taping.

Power and Safety Issues

When feasible, it is best to use AC power instead of batteries for videotaping, because most batteries used in today's camcorders develop a condition that prevents them from being fully charged. AC power may be the only effective way of operating a camera for 45-50 minutes. When AC power is being used, **make certain that any cables or extension cords are safely positioned in the classroom** to avoid injury to students and damage to equipment.

GLOSSARY OF TEACHING PORTFOLIO TERMS

Alignment refers to a direct relationship and link among standards, learning outcomes, lesson content instructional activities and assessment methods.

Assessment is a process designed to elicit what students know and are able to do with their knowledge.

- **Formative assessment** demonstrates the progress students make during the learning unit. Monitoring is ongoing and can be formal or informal.

- **Summative assessment** is usually a benchmark for what students should be able to demonstrate at designated times within a learning unit. There is some formality associated with it, even if the instrument is flexible and personal (e. g., journal entries).

Commentary is the written comments, reflections, and analyses of an instructor's teaching that provide the connections between the artifacts of his/her teaching and thinking, planning, and analysis. Commentaries should emphasize the reasons for the selections and decisions made as a teacher. The portfolio commentaries are all prompted within the content specific handbooks**.**

Differentiation is addressing learning modalities, appealing to diverse interests, using varied rates of instruction, and/or delivering content with varying degrees of complexity, based upon what students know and need.

Discourse includes the many ways students and teachers communicate to represent ideas and concepts. Discourse can be oral dialogue (conversation), written dialogue (reactions**,** feedback) or visual dialogue (charts, graphs, paintings).

Inquiry is the process of investigation allowing students to actively engage a new concept or learning objective through exploration.

Professional Growth includes information/experiences that allow a teacher to grow as a professional. Examples are experimenting with new approaches and strategies in the classroom, examining or reflecting on student learning and teaching with colleagues, participating in workshops, courses and other educational opportunities, reading and discussing ideas presented in professional publications, and other activities that help teachers develop as professionals and improve their teaching.

Reflective Practitioner is a teacher who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally and adjust his/her teaching to accommodate the needs of student learners.

CONTENT SPECIFIC TERMS

Construction of Meaning is to develop an initial understanding, interpretation, and critical stance. The student will demonstrate the ability to construct meaning with a variety of types of text.

- Initial understanding is describing the text.
- Interpretation is probing and connecting to the text.
- Critical stance is elaborating on the text and making evaluations about the theme and writing.

Facilitate is help to support and maintain a learning environment that encourages student participation in their own learning processes.

Literacy is the knowledge, skills, and dispositions that enable students to construct and make sense of the world through reading, writing, speaking, listening, viewing, and enacting.

Publishable Text is a sample of student writing that the student has drafted, revised, edited, and prepared for submission to its intended audience.

Text Conventions are the proper use of grammar, mechanics, usage, and spelling in written and spoken standard English.